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MY NEW FRIEND,  
AMMIANUS

BY KONRAD GRIES

Queens College, Flushing, N. Y.

Quorsum pertinuit stipare Platona  
Menandro,  
Eupolin, Archilochum, comites edu-  
cere tantos?

Horace, *Serm.* 2.3.11-12

The books that Horace took with him to his Sabine farm were presumably old friends; to judge by the context, they were probably also intended to furnish the poet with inspiration for some new satires. *Per contra*, when I retired last June to the mountain fastnesses of Vermont—*procul negotiis*—I packed mainly works that I hoped would bring me new friends; nor did I have ulterior motives. As it happened, however, one of my new friends turned out to be so delightful that I felt it almost obligatory to call him to the attention of those readers of THE CLASSICAL OUTLOOK who may, as I did, have only a handbook acquaintance with him.

The fourth-century historian Ammianus Marcellinus had always been a shadowy figure to me, one of those worthies one reads about, but hardly an author to read for his own sake. Recently, however, I came to the conclusion that I had perhaps been wrong: E. A. Thompson's stimulating study, *The Historical Work of Ammianus Marcellinus* (see C.O. 25.8 [May, 1948], pp. 82-83), first stirred my curiosity, and when Professor Laistner in his *The Greater Roman Historians* (Berkeley, Univ. of Calif. Press, 1947) included Ammianus along with Sallust, Livy, and Tacitus, I decided that my curiosity had better be satisfied. And so I spent many en-

joyable hours with the three-volume Loeb Library edition (tr. John C. Rolfe, Cambridge, Harvard Univ. Press, 1935-1939), as a result of which I should like to bring to the readers of this publication a short account of what I found.

A brief refresher on Ammianus' identity may not be amiss. Born at Antioch—and hence of Greek linguistic background—not many years before the death of Constantine the Great in 337 A.D., he entered the army at an early age, joining the *protectores domestici*, a part of the imperial bodyguard. How long he served is uncertain, some fifteen years, perhaps, but during this time he was a not insignificant partaker of important campaigns, seeing duty on the general's staff both in the East, against the Parthians, and in Gaul, in the days when Julian the Apostate had just been made Caesar in the West. Later he was with Julian when the latter, now sole ruler of the Empire, invaded Persia (363) in the campaign in which he met his death. Thereafter, Ammianus' main occupation seems to have been the preparation and composition of his history, the *Res Gestae*. He traveled broadly, as may be seen by references in his work to first-hand observations in Egypt, Greece, and Thrace, and ended his life, it may be, in Rome, where he wrote and published his work, toward the end of the century.

The *Res Gestae*, in thirty-one books, cover the period from the accession of Nerva in 96 to the death of Valens in 378. Great admirer of the heroic past as he was, Ammianus may have thought of furnishing a sequel to Tacitus, whose *Historiae*

ended with the death of Domitian in 96. What is left are books 14-31, beginning with the fall of Gallus Caesar, Julian's half-brother, in 354—in other words, that part which falls within the author's life-time, and hence the most valuable part.

That he wrote in Latin, when his native tongue was Greek, has seemed queer. Yet he was a patriotic citizen of Rome, as his writings constantly show; he wrote in Rome, for Latin-speaking readers; and to achieve a wide circulation Latin was the natural choice for a medium. Furthermore, I cannot agree with those who remark on his "very extraordinary Latin" (Rolfe, vol. 1, xxi), nor with Kroll (quoted *ibid.*) that his language is hard to understand and a torture for his readers. Indeed, one of the most charming aspects of Ammianus I found just this: his use of Latin. He may not have been a Joseph Conrad, but it is only natural to assume that in the homogeneous world of which he was a part, and for which Latin was the official language, he came to possess facility in that language, which he may have acquired at an early age and which he must have heard constantly in the army, sufficient for ordinary communication and more than adequate for the careful productions of a leisurely pen. To be sure, he does not use Ciceronian, or even Tacitean, Latin—nor does Ernest Hemingway write like Charles Dickens or Henry Fielding. To the Ciceronian, for example, Ammianus' use of *quod* with the indicative in indirect discourse, or of an emphatic comparative where we should expect the simple positive, may seem barbarous. Likewise there are striking lexical innova-

tions, many of them the results of a changing military and bureaucratic set-up and vocabulary: new formations as well as familiar words in new uses with new meanings, which may puzzle the reader for a moment, until the context sets him right again. The one constant feature of language, however, is change, and it is not the medium that matters, but the way in which it is used. Ammianus' Latin is very close, indeed, to Medieval Latin, yet it is normally clear, often startlingly vigorous, and constantly typical, I feel, of the ordinary usage of his times. Its most engaging quality I would call a whimsical wordiness reminiscent of the eighteenth century in English literature, together with a kind of primitive vividness akin to the naïveté of the Middle Ages, qualities of which the following sentence, describing the "good old days," offers a good specimen:

"Verum mox, post calamitosa dispendia ("losses"), res in integrum sunt restitutae, hac gratia, quod nondum solutioris vitae mollitie sobria vetustas infecta nec ambitiosis mensis nec flagitiosis quaestibus inhiabat, sed unanimitati ardore summi et infimi inter se congruentes ad speciosam pro re publica mortem tamquam ad portum aliquem tranquillum properabant et placidum" (31.5.14).

Frequently there are brilliant metaphors, as this in an account of an engineering feat: "Vicir tamen imperatoris vehementior cura et morigeri militis labor, mento tenus dum operaretur saepe demersi. Tandem, non sine quorundam discrimine, castra praesidiaria, inquietudini ringentis amnis exempta, nunc valida sunt (28.2.4); and similes, as here, where the Emperor Valentinian is described: "Hac Valentinianus gloria defraudatus . . . tamquam leo ob cervum amissum vel capream morsus ("jaws") vacuos concrepans . . ." (29.4.6-7). As an example of concise, swift, suspense-filled narrative we may take the suicide of the captive Moorish prince Firmus: "In extremis rebus unum remedium superesse contemplan, calcare vivendi cupiditatem voluntaria statuit morte; vinoque consulto distentis et crapulatis, silenti nocte oppressis altiore somno custodibus, pervigil ipse impendentis aerumnae terrore, insonis gradibus relicto cubili, manibus repens et pedibus, longius sese discevit reptumque funiculum, quem ad finiendae vitae paraverat casus, de clavo parietis affixo suspendit, ubi collo inserto animam absque ("without") mortis cruciabilibus ("torments") exhalavit" (29.5.54).

Finally, to show how powerful Ammianus can be in quite a different

sphere, this time the rhetorically pathetic, let me quote from a description of the devastation caused in Thrace by the barbarian Goths:

"Adulta virginitas castitasque nuptarum, ore abiecto, flens ultima (in the line of captives) ducebatur, mox profanandum pudorem optans morte, licet cruciabili, praevenire. Inter quae

### DON'T MISS IT!

Many persons who have been present at the Latin Institute of the American Classical League in former years have been heard to remark that this annual gathering is the best and most enjoyable of all the educational meetings which they attend. This year the Institute will be held at Miami University, Oxford, Ohio, on June 21, 22, and 23. Don't miss it! For the program, see our April issue; for information on registration, etc., see our March issue. A registration blank will be found on page 96 of this issue.

cum beluae ritu traheretur ingenuus paulo ante dives et liber, de te, Fortuna, ut inclementi querebatur et caeca, quae eum, puncto temporis brevi, opibus exutum et dulcedine caritatum ("his dear ones") domoque extorrem, quam concidisse vidit in cinera et ruinas, aut lacerandum membratim aut servitutum sub verberibus et tormentis crudo devovisti victori" (31.8.8).

So much for language—Ammianus must be read in Latin.

What he has to say is just as fascinating. First of all there are the great events of political and military history: the domestic policies of six emperors and their struggles against invading Germans, Goths, Huns, Moors on the one hand and the powerful Parthian king, Sapor, on the other, as well as their difficulties with pretenders to the throne, disloyal officials, famines, religious disturbances, etc. Equally interesting are the characterizations of important personages: fully drawn character sketches for each ruler at his death, with vigorous vignettes scattered through the whole work at appropriate intervals. Like other historians, rather more so indeed, Ammianus favors the excursus: geographic (frequent and systematic), sociological, antiquarian (e.g. on obelisks and hieroglyphics, 17.4), scientific (e.g. on earthquakes, 17.7), medical (on plagues, 19.4), military (on artillery, 23.4), even legal (30.4).

Occasionally one feels that a given divagation from the narrative is unwarranted, but usually the information conveyed is appropriate to its context, interesting in itself, and useful as a relief from the tension of the surrounding events, in the manner of a tragic chorus. Much more than Tacitus, for whom *Urbs Roma* is always in the foreground, Ammianus is the historian of the Empire. Roving impartially over the Mediterranean world, he pays equal attention to such widely separated and different incidents as religious riots at Rome or Alexandria, the financial difficulties of the inhabitants of Gaul, the earthquake in Nicomedia, disorders in Antioch, building activities in Jerusalem, the troubles of Africa and Britain. This is partly, of course, the result of changed conditions: in the fourth century Parthia, the Rhine frontier, and the ever-moving court (*palatium*) of the ruler were, even to the superficial observer, far more vital to the affairs of the world than Rome had been even in the first century. Only through the constantly recurring, not always aptly placed accounts of successive city prefectures does one realize that Rome was still at least the nominal center of the world. And Ammianus calls her *urbs aeterna*. Finally, like the work of Herodotus in this respect, that of Ammianus is as full of curious facts as a good plum-pudding is of plums. Did you know, for example, that charioteers (*aurigae*) were notorious for their readiness to undertake "shady" business deals, often with the aid of magic; that divination was practised by an instrument strangely resembling a ouija board (29.1.29-32); that Valentinian kept two savage bears, named Mica Aurea and Innocentia, caged near his bedroom, as executioners of those upon whom his wrath fell; that the same emperor was an "elegant painter and modeller"; that the Goths were dissuaded from their contemplated attack upon Constantinople by the unheard-of action of an almost naked Saracen, who, appearing from among a contingent of auxiliary troops, "educto pugione agmini se medio Gothorum inseruit et interfecti hostis iugulo labra admovit effusumque cruorem exsuxit" (31.6-6)? But enough of contents.

The greatest attraction about Ammianus, it seems to me, is his personality. Ammianus writes directly at his reader, warmly and intimately, revealing himself both intentionally and unconsciously on almost every page. And what he reveals is most likable. In the first place he is scrupulously honest and sincere. Thus he closes his history with the words: "Haec ut



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## LETTERS FROM OUR READERS

## "A LOVE-LETTER TO A TYPEWRITER"

Dr. Emory E. Cochran, of the Fort Hamilton High School, Brooklyn, N. Y., writes:

"*The Linguist*, a multi-lingual magazine published in London, has been conducting a contest on 'A love-letter to my pencil, fountain pen, or typewriter.' The next contest will be on a 'hate letter' to the same objects. Entries for *The Linguist's* contest were to be written in English, French, German, or Spanish. There were no entries in Latin. However, just for fun, I wrote a similar letter to my typewriter, in Latin. The sentence about the bell was included at the suggestion of Mr. John Colby."

Dr. Cochran's letter is as follows: Dactylographica machina portabilis semper fidelis:

Perdite te adamo, deliciae meae! Te absente scribere non possum, ne cogitare quidem queo—vita est inanis! Tu (malleolos tuos dico) ad rheum tactum semper respondes. Qua de causa non dubito quin in machinae interioribus partibus cor calens palpitet. Nemo amorem umquam vidit; ego autem amorem tuum maximo cum gaudio sentio.

Accedit quod tua decora figura venustissimis lineis fluentibus praedita semper me delectat.

Practerea omnia quae tu facis sunt clara. Verba vel lapide scriptorio vel stilo atramento instructo facta saepissime legi non possunt. Si verba tua sunt parum clara, culpa mea est! Si immodice scribo, tuum tintinnabulum semper admonet ne longius procedam.

Quam valde te amo! Quotiescumque iter facio, te mecum porto, et te ad pectus meum tenere presso. Quantas horas aestivo tempore ruri consumpsimus!

Non multum a me optas: ex tuis optatis te (malleolos tuos dico) mundo, tibi oleum (non extra modum), et taeniolas novas dono. Quod pulvis te non iuvat, te nocte integumento molli protego.

Vere, amica fida es! Dactylographica machina mea, ad multos annos floreas!

## AN INITIATION PARTY

Miss Ethel F. Putnam, of Bartlett High School, Webster, Mass., writes:

"Our Latin Club held a combination initiation and party recently. Each new member had the name of a famous character of ancient history or mythology pinned on his or her back,

miles quondam et Graecus . . . pro virum explicavi mensura, opus veritatem professum numquam, ut arbitror, sciens silentio ausus corrumpere vel mendacio." His philosophy of history is readily to be extracted from the almost fifty passages in which he thus refers to his aims and methods. Modest, yet sure of himself and his work, he reminds one a little of Horace and his *operosa carmina*. Given to commenting on the passing scene, he makes it obvious that he is a decent, tolerant, liberal-minded, almost progressive person, who might fit into our modern world without much need for readjustment. See for example the stand he takes on such diversified topics as equality before the law (26.10-10); the need for keeping military and civilian powers separate—of peculiar interest to the American people at this time (27.9.4), the folly of xenophobia and the advantages of a country of an easy immigration policy (28.4.32), the duties of a good ruler (29.2.18), honesty in high office ("nec enim aliena non rapere laudis est," 30.8.9), the value of studying the past (31.5.11), the universal applicability of the moral law (30.1.23), the nature of true religiousness (27.3.14-15), the inevitability of Divine Justice ("sempiternus . . . iustitiae vigor, aliquotiens serus, sed scrupulosus quaesitor gestorum recte vel secius," 30.2.9), or religious tolerance (30.9.5). Or read what he has to say, at various times, "de vitiis Senatus populi que Romani" (e.g. 14.6 or 28.4). For a soldier, he seems to have been a mild man. There is nothing of the swash-buckler, something of a Calamity Jane about him; one senses in him a member of a war-weary, worn-out world. Disasters are constantly impending; the hardships of war are painted in the blackest terms; the emperor (whoever it hap-

pens to be) is always being distracted by worries—he is *solicitus, formidans, ad tristitiam versus et maerorem, anceps, anxius*.

Even the night is portrayed as a time of gloom and horror—the world is an insecure, unhappy place, a far cry from the brave days of old to which Ammianus often refers with patriotic pride and longing. Two traits must have helped to lift what seems to be a light but steady fog of pessimism from his spirit: a sharp sense for the sarcastic, which is the more refreshing that it is seldom displayed; and a deep faith in a superior Being, though he was obviously not a Christian. Various terms *iustitiae oculus sempiternus* or *inconicus, magnum* or *caeleste* or *sempiternum munus*, once *numen dei caelestis aeternum*, this Power is clearly not equated with any of the Olympians, but is an expression of a personally held, perhaps personally formed faith that is not the least among the amiable qualities of this very amiable historian.



## ASK AN EXPERT

One session of the Fourth Latin Institute, to be held June 21-23, 1951, will be devoted to the answering of questions previously submitted by readers of THE CLASSICAL OUTLOOK. The answers will be given by a panel of nine "experts." For the names of the members of this panel, see the program of the Institute, in our April issue. Please send any questions you may have, not later than June 1, to Professor W. L. Carr, University of Kentucky, Lexington 29, Ky.

—Franklin B. Krauss  
Chairman,  
Program Committee

and had to guess what the character was by asking questions of the other members, and trying to judge from the answers. Then, as part of the initiation ceremony, each character was brought to trial for the crimes he had committed in his life, and a suitable penalty was imposed.

"For example, Juno was accused of being too jealous, and of being disagreeable every time Jupiter wished to take a little trip down to earth. Her penalty was to bring Jupiter his house slippers, make him comfortable in an easy chair, and sing to him, so he would enjoy spending more evenings at home.

"Fortunes were written on cards and placed in a 'Sibylline Book.' Each person opened the book at random, and the card that was nearest to that place was the one disclosing his fate. These were read aloud, and caused amusement.

"Refreshments were 'nectar' and 'ambrosia.'"

#### A BANQUET

Miss Dorothy Stuart Blake, of Union High School, Grand Rapids, Mich., writes:

"Our Latin Club is small, and we had heretofore considered a Roman banquet too great an undertaking; but this year's group is unusually full of ideas, and there are some very co-operative parents. The boys brought up tumbling mats from the gym, turned under the ends next to the low table, and covered them with blankets for couches. It is a toss-up as to who had more fun—recumbent senators, or busy slaves. The only one who had the least compunction about eating with fingers was one of the boys!"

#### ENROLLMENTS

Professor Edward C. Echols, of the University of Alabama, writes:

"Our departmental enrollment this semester has broken all records. We have over 200 students, as compared with 59 last semester—and this in the face of an over-all decline in the university enrollment. The classics are definitely on the map at Alabama, and we intend to keep them there."



#### A MEDAL FOR YOUR STUDENTS

The national honorary classical fraternity, Eta Sigma Phi, has a bronze medal which may be purchased by a school or teacher, and may be conferred upon honor students in fourth-year high-school Latin. The medal is bronze, is  $\frac{3}{4}$  of an inch in diameter, and has a ring and hanger for attachment to a chain. On the obverse is

portrayed the Victory of Paeonius, as restored, with the initials Eta Sigma Phi, and the words "Mihi res, non me rebus." On the reverse is a representation of the Parthenon, with the words "Praestantia Linguarum Classicarum." The cost of the medal is \$1.25. Orders must be accompanied by check or money order, and an official statement that the medals are being conferred on high-school seniors taking fourth-year Latin or second-year Greek, with no grade below A throughout the year. Further information may be obtained from Professor H. Lloyd Stow, University of Oklahoma, Norman, Okla.



#### KNOW OF AN OPENING?

The American Classical League Service Bureau will send upon request from a prospective employer its list of teachers of Latin and/or Greek on the college and/or secondary-school level who have registered as candidates for appointment for the academic year 1951-1952 or, in some cases, for the summer session of 1951. Readers of THE CLASSICAL OUTLOOK are asked to spread information about the Service Bureau's Placement Service among prospective employers.



#### CHANGING EMPHASES IN THE TEACHING OF LATIN

BY W. L. CARR  
University of Kentucky

No one who has been teaching Latin for the past twenty-five years or so needs to be told that, during this period, there has been an almost revolutionary change in the teaching of the subject, especially on the elementary level. An outward and visible sign of this inward change is the new style in textbooks. Even the most superficial comparison of a typical beginner's book of twenty-five years ago with almost any of those of recent publication will reward the investigator. First of all, perhaps, he will note the intriguing titles of many of the newer books. He will find that *Latin for Today*, *The Living Language*, *Latin For Americans*, *Latin for the Romans*, *Using Latin* or *Living with the Romans* has displaced such stock titles as *Elementary Latin* and *First Latin Book*. Or a mere glance at the size of a typical modern first- or second-year book as contrasted with an earlier book would convince our investigator that the new book is bigger, at any rate, than its predecessor. For

example, Scott's *First Latin Lessons* of 1922 weighed 16 ounces, while Scott, Horn and Gummere's *Using Latin* of 1948 weighs 30 ounces.

On further investigation, one would find still more important differences between a typical first-year book of recent vintage and its earliest predecessor, even if the two books were prepared by the same authors and put out by the same publishing house. Consider such a matter as the number and quality of illustrations used. For example, Ullman and Henry's *Elementary Latin* of 1923 contained 132 pictures, with four of them in colors, while Ullman and Henry's *Latin for Americans*, as revised in 1950, has 290 pictures (exclusive of several sketches and maps) and 62 of these pictures are in colors. A still more striking example of contrast in the matter of pictures is shown in the "Smith" sequence over a period of forty-three years. The Smith-Laing *First Latin Lessons* of 1907 contained no pictures of any kind, while Smith's *First Year Latin*, as revised in 1950 by the late Harold G. Thompson, contains 172 pictures, 8 of them in colors.

Another sort of change has given a headache to many a school administrator or book seller. First-year and second-year books for the past several years have been coming in pairs. And, to add to the mystification of the uninitiated, these pairs of books usually show on their covers identical titles differentiated only by a cryptic "I" or "II".

This two-book system, as most teachers of Latin know, resulted from two closely related recommendations which were made in the *General Report* of the Classical Investigation, published in 1924. These recommendations were: (1) "That the formal study of the elements of language during the first year be reduced by the postponement of many forms and principles of syntax until later in the course" (page 123) and (2) "That not less than 80 pages of easy, well graduated and attractive Latin reading material be introduced into the course, beginning at the earliest possible point and continuing at least through the third semester" (pages 123, 124).

It should be said here that these recommendations would not have been written into the report nor would they have been so generally accepted, if there had not been a widespread dissatisfaction among teachers with the excessive amount of grammar commonly included in the first-year books of that day and an equally widespread dissatisfaction with the fact that the currently used textbooks provided



very little practice in reading Latin before the pupils were introduced to the anything-but-easy Latin composed by a certain C. J. Caesar.

Another recommendation in the *Report* contributed to rather drastic changes in the content of first- and second-year books, namely: "That such additional material of instruction be introduced into the course as will provide for fuller attainment of various ultimate objectives of the study of Latin" (page 124).

Two of the "ultimate objectives" which in 1924 needed much "fuller attainment," if Latin was to contribute its full share to the general education of those who studied it, were, and still are: (1) "Increased understanding of those elements in English which are related to Latin" and (2) "Development of historical and cultural background." The inclusion of teaching material definitely directed to the attainment of these two objectives accounts in part for the increase in the size of both first and second books. Some sort of "word study" is given a place in almost every lesson in the program for the first three semesters. First-year books of the new type also contain a large amount of reading material in English dealing with Roman life and classical mythology. Furthermore, the numerous pictures referred to above are, in most cases, designed to supplement and reinforce verbal instruction and are not inserted merely to fill empty spaces. It should be noted, also, that the Latin reading material itself deals with a wide variety of subjects of historical and cultural import.

In the preceding paragraph I have discussed those changes in content which are concerned with the attainment of the ultimate or general-educational objectives. No less important are the changes in content and method which have to do with the primary immediate objective in the study of Latin, namely, "the progressive development of ability to read and understand Latin" (*Report*, page 32 *et passim*). This definition has been generally accepted, but there still exists a wide difference of opinion among teachers and makers of textbooks as to the most efficient way or ways of developing in the pupils "ability to read and understand Latin." Much of this difference of opinion stems from difference in the interpretation of the word "read" as used in the definition quoted from the *Report*. As employed in Latin classrooms and in our Latin textbooks, the term may mean saying (aloud or sub-vocally) the sounds which one sees recorded in black ink on white paper or in white

chalk on a black board and simultaneously getting meaning from what one sees and says. That is what every teacher means when he refers to "reading" in English, and what *some* teachers mean when they refer to "reading" in Latin. However, it is undoubtedly true that, for most teachers of Latin, this term, when applied to a Latin passage, means either (1) pronouncing a series of Latin words, without much hope of getting meaning out of the process, or (2) saying what one *doesn't* see, that is, substituting somewhat equivalent English words and phrases for the Latin words and phrases recorded in black or white symbols—a process which generally involves more or less skipping about, as the "reader" tries to arrange the English words that he is saying into something like intelligible English word-order.

Whatever definition of the word "read" makers of Latin textbooks accept or allow, the authors of most recently published first-year books seem to agree that "ability to read and understand Latin" is the primary immediate objective, and they have accordingly given first position in each lesson to a reading passage and later places to the discussion of whatever vocabulary or forms or syntax may have been presented in the reading passage. They also seem to agree that a pupil "learns to read by reading," and they have accordingly greatly increased the amount of connected Latin reading material in first-year books.

Some of these shifts in emphasis have proved to be more than a little disturbing to some teachers, especially those who have been long in the service. Perhaps it would be helpful to a teacher, whether experienced or a novice, to keep in mind a sort of scale by which to evaluate various general methods and classroom procedures which have been proposed for teaching pupils to "read and understand Latin." I here offer such a scale.

1. *The Direct Method.* The teacher makes Latin the *medium* as well as the *end* of instruction. The pupil is encouraged to get meaning *directly* from the spoken or written Latin word, phrase, or sentence and not *indirectly* by way of English. The meaning of a fundamental stock of Latin words is taught by objective or pictorial presentation and the meaning of each additional word, not capable of such presentation, is inferred from the context or from its etymology or is explained in Latin words already known to the pupils. Forms and syntax are first presented "functionally," that is, in actual use

in spoken or written sentence context, although these forms may later be organized into paradigms and the principles of syntax stated in Latin rules for memoriter learning. The use of English in the Latin classroom is strictly limited, if not altogether forbidden.

2. *The Objective Method.* The teacher seeks, whenever possible, to associate the spoken or written Latin word directly with the object or a pictured presentation of the object which the word represents. This "objective" method can be extended to include specific acts (for verbs) and qualities (for adjectives). "Objective" presentation is a device which can be combined with any general method, although it obviously has its limitations.

3. *The Aural-Oral Method.* The teacher emphasizes the value of having his pupils *hear* and *say* Latin words, phrases, and sentences, especially in the early stages of instruction, before *seeing* or *writing* them, and throughout the course gives the pupils much practice in taking classroom directions in Latin, comprehending Latin from hearing it read, giving Latin answers to simple Latin questions, oral reading of Latin dialogue and narrative, singing Latin songs, and giving Latin plays.

4. *The Reading Method.* The teacher includes many features of Methods 1, 2, and 3 described above to cultivate in his pupils a "language attitude" toward the printed page and to help him acquire "functionally" a fundamental stock of Latin words as well as a working knowledge of the more important grammatical forms and syntactical usages. Emphasis is placed upon the habit of "saying what one sees," that is, of *reading* the Latin words (preferably aloud), from left to right, and upon conscientiously trying to get the meaning *directly* from the printed page without resorting to English words or English word-order. An essential feature of this method is *much* well-graduated, meaningful Latin reading material. Translating the Latin into English as a means of testing comprehension is obviously inconsistent with the Reading Method, and other effective means must be employed, e.g., comprehension questions, true-or-false statements, multiple-choice exercises, and the like.

5. *The Translation Method.* As under the Reading Method described above, the teacher puts chief emphasis upon the pupil's getting the meaning from the printed page, but he habitually employs "translation" as the means of testing the pupil's compre-

hension. He thus encourages the pupil to "read" his Latin as English and in the English word-order. The skill developed by the Translation Method is therefore that of "decoding" the Latin into English, and the stimulus-response bond established is between the printed Latin word or phrase and the more-or-less-equivalent English word or phrase. For example, the pupil's seeing "*equus*" brings automatically the vocal or sub-vocal response "horse". Furthermore, an inflected form like "*equi*" compounds the difficulty, as every teacher using any method knows. Many a word (e. g., *signum*) is known only by the company it keeps, and the same is true of many an inflectional form—and the company it keeps is not always in plain sight. Under the Translation Method, as under the Reading Method, the pupil learns vocabulary, forms, and syntax *functionally* rather than *formally*, and much well-graduated Latin "reading" material is an essential feature of the Translation Method, as it is of the Reading Method.

6. *The Translation-Grammar Method*. As in the Translation Method, the pupil first meets Latin words and forms in meaningful context. However, the Translation-Grammar Method differs from the Translation Method in that the Latin "story" being read is immediately followed by a discussion of and formal drill on the words, forms, and uses functionally introduced in the "story." Most first-year books published since 1935 follow this method.

7. *The Grammar-Translation Method*. This method differs from the Translation-Grammar Method just described chiefly in that vocabulary, forms and uses are taught formally *in advance of their use in meaningful context*, and practice with these elements is usually limited to Latin-to-English or English-to-Latin "exercises." Connected "reading" material is not an essential feature of this method, and whenever such material is included in a textbook incorporating the Grammar-Translation Method its position at the end of the lesson indicates the relative importance which the author assigns to it. Most of the first-year books published during the first quarter of the century followed the Grammar-Translation Method, as indeed do a few books recently published.

Ideally, of course, every teacher should be allowed to use the textbook of his choice and to make whatever modifications of that textbook he might like to make. Practical considerations, however, often prevent

the realization of this Utopian dream. Even so, I hope that some of the things that I have said in this article will prove helpful to teachers of Latin in choosing their textbooks or in using more efficiently the textbooks which have been thrust upon them. Specifically, I hope that any teacher who feels sure that he can not complete in one school year all the material in the adopted first-year book, will *not* be tempted to discard any Latin reading material, or any word studies, or any material directed to the attainment of the historical-cultural objectives discussed above. Conversely, I hope that I have given aid and comfort to those teachers who would like to supplement the Latin reading material to be found in the adopted textbook. One way to do this is to secure a set of Latin readers or one of the recently published first-year books other than the adopted textbook. Furthermore, I should like to suggest to any teacher who wishes to supplement his textbook's teaching material directed to the two major ultimate objectives named earlier in this article, that he can easily do so by adapting material from other textbooks or by securing from the American Classical League Service Bureau teaching material in these areas.



### VERSE WRITING CONTEST RESULTS

#### COLLEGE DIVISION—GREEK

In our 1951 Verse Writing Contest for college and high-school students, first place in Greek verse in the College Division has been awarded to "Athenai," by David F. Heimann, of the Pontifical College Josephinum, Worthington, Ohio (Rev. Clarence Klausing, Professor of Greek). Honorable mention has been awarded to "Ho Hagios," by Thomas B. Heaney, S. J., of St. Stanislaus Novitiate, Guelph, Ontario, Canada (Rev. L. Braceland, S. J., Professor of Greek). We regret that technical difficulties prevent the printing of these two poems.

#### COLLEGE DIVISION—LATIN FIRST PLACE

#### DE LAETITIA

By THOMAS B. HEANEY, S. J.  
St. Stanislaus Novitiate, Guelph,  
Ontario, Canada  
(Rev. L. Braceland, S. J., Professor of Latin)

Flores laetitiae praecipitant brevi;  
Spinae maestitiae reliquias tegunt.  
Ver rursus decorat floribus et rosis  
Vitam tristitiis gravem.

Si sentis pupugit maestitiae tuae  
Et rosas hilares strangulat impotes,  
Christi ad cor roseum tu fugias cito  
Peccati lacerum vepri.

Illic invenies perfugium et decus  
Suaveolens violae floribus et rosae.  
Pacis praesidium est pro populis Dei  
Quamquam sit lacerum vepri.

#### COLLEGE DIVISION—LATIN HONORABLE MENTION

#### PHAEDRUS

By DAVID F. HEIMANN  
Pontifical College Josephinum,  
Worthington, Ohio  
(Rev. Clarence Klausing, Professor of Latin)

Salve, sole mihi cunctum gratisime  
vates,  
Pieridum monti Thracia quem  
peperit,  
cui dedit ipse pater superum senarium  
ut illae  
Aesopi Phrygii fabulae adhuc  
maneant,  
qui mortale doces genus et tot opus-  
cula reddis;  
quamque sagacior es, serve, tuis  
dominis!  
Musca cicada columba lupus lea mus  
elephantus  
arte tua vivunt, innumerique alii.  
Ludibrio tamen haec propter mortali-  
bus esse  
nonnulli dicunt hoc mihi, "Re-  
spice opus!"  
"Vidisti unum aliquid?"—"Phaedrum  
tibi posse placere?"  
"Non vates duci rusticus iste  
potest!"

Quis ego nulla dabam levibus re-  
sponsa, sed intra  
quaero, meque rogo quid sit eis  
ratio.  
Cur probris lacerant, violant, maledic-  
taque iactant?  
Laudem quam meruit curque ne-  
gant operi?  
"Quod minus ille aliis laute scripsis-  
set."—"Acerbus  
quod sit."—"Servus," aiunt; sem-  
per idem tamen est,  
hoc: vera quia sub specie sua non  
patiuntur  
menda aliorum oculis luce videri  
acribus!  
Ergo, Phaedre, mihi maneat, tua dicta  
sequareque;  
magnum te appello, ludificentur  
alii.  
Talia qui fundas animo minus esse  
potesne?  
Haud, et in hac vita vox tua facta  
mea est.

#### COLLEGE DIVISION—ENGLISH FIRST PLACE

#### AGRICOLA SUPPLICANS

By MARY HARTWICK  
College of St. Teresa, Winona, Minnesota  
(Sister Mary Daniel, Latin Instructor)

O Ceres, see my meager fruits and grains,  
 Your answer, goddess, to my futile gifts!  
 For you, the cypress sows its kind, the olive lifts  
 Its boughs. Your care links trailing vines in chains.  
 You, Saturn's daughter, send or stay the rains.  
 You tend the corn. For you, Apollo rifts  
 The sky, and grasses grow. But favor shifts,  
 Unkind. You spurn: my withered plot complains.  
 I, feast-arrayed, erect and veiled, adorn  
 Your altar, offer sacrifice again. But all in vain! O Ceres, let me see  
 Your sunset poppies and your sunrise corn!  
 Your measure measures grain for other men;  
 The lighted torch you hold shines not on me.

COLLEGE DIVISION—ENGLISH  
 HONORABLE MENTION

### CLYTIE'S REPLY TO THE MAIDENS

BY SISTER MARY HUGH

College of St. Teresa, Winona, Minnesota  
 (Sister Mary Beede, Greek Instructor)

Because I am not loved, yet love  
 So shamelessly at every morn,  
 To court from love a deeper scorn,  
 You wonder what I can be thinking of;  
 You say a god adored above  
 Will never stoop to me; that I, forlorn,  
 Should lift less happy glances to the sun,  
 Or elsewhere seek a heart that can be won.

Because you saw my former tears  
 You pity me; you do not know  
 That I renounced them long ago;  
 That now, when my beloved, through the spheres  
 Looks down to me, naught then appears  
 But love. O maidens, this I know:  
 He cannot but be godlike and make bloom  
 A love that's rooted on the edge of doom!

HIGH SCHOOL DIVISION—LATIN  
 FIRST PLACE

### AD VESTAM

BY MARY HELEN KASHUBA

Little Flower Catholic High School for Girls,  
 Philadelphia, Pa.  
 (Sister Mary Josephine, Latin Teacher)

".....bellaque matribus  
 detestata."—Horace, *Carm.* 1.1.24-5.

Attende nos, mater dea virginum,  
 Vide, gementes nam tibi serviunt.  
 Omnes precantur feminae te  
 Ut pueri effugiant periculo.  
 Bellum furit, pugnant quoque milites;  
 Serva domum omnem; olim redeant sine.  
 Omni in domo verba haec lo-  
 quuntur:  
 Audi et ab hostibus arce euntes.

Vel pace vel bello uritur ignis et  
 Flammis foci sancti tibi virgines  
 Colunt. Domus sancta est item  
 quae  
 Te venerat, dea magna Vesta!

HIGH SCHOOL DIVISION—ENGLISH  
 FIRST PLACE

### BACCHUS SPEAKS

BY ANNE BARRETT

Emma Willard School, Troy, New York  
 (Miss M. Corinne Rosebrook, Latin Teacher)

O Midas! Gold is such a little thing,  
 A moment's shallow joy—and that is all.

Great are the riches that it cannot bring.

Why have you therefore yielded to its call?

I could have made you powerful or wise;

A host of wondrous things I have to give.

But you chose gold, and thought of what it buys,

Not seeing that on happiness we live.

Yet I will grant your wish, that you may see.

A fitting choice for fools alone is gold.

And soon you will come crying back to me

To tell of sorrows easily foretold.

Why is it men, from commoners to kings,

Will build their dreams around such little things?

HIGH SCHOOL DIVISION—ENGLISH  
 HONORABLE MENTION

Honorable mention has been awarded to the poems printed below, and also to "Laocoon Speaks," by Nancy Hertzmark, Saint Margaret's School, Waterbury, Conn., (Miss Eleanor C. Bailey, Latin teacher), and to "Hebe," by Eloise Macon, E. C. Glass High School, Lynchburg, Va., (Miss Elizabeth Glass, Latin teacher).

### NERO'S SOLILOQUY

BY ROBERT BRINEY

Senior High School, Muskegon, Michigan  
 (Miss Edith M. Merritt, Latin Teacher)

Rome calls me emperor, and yet my reign

Is fragile, like the hold of crystal cups

Upon the straining liquid caught within  
 Their temporary grasp. The men of Rome  
 All praise her greatness, but I know  
 That all her power and majesty are lies,  
 Her fame a mockery of truth, her wealth  
 A purloined pittance thrown before the world;  
 For nothing can be real that does not last.

Egypt was powerful, but where is she,  
 Or that Atlantis whereof Plato wrote,  
 Or Carthage, that the Tyrian Dido built?

Their power is dust, fallen before the might

Of newer nations. How can we of Rome

Not know that greater ones than we may come

And change to kindred dust all we hold dear?

Men call me mad because my nimble brain

Outleaps their puling idealisms and Outwits their regicidal schemes. They dare

To censure me and conjure me to fear  
 The bolts of Jove; whose power I cannot see,

And who has, therefore, no power over me.

Fat Juno and her stagy spouse are fools,

And all their pampered, gloried train, who love

And hate and seek revenge like mortal men,

And therefore are not gods. I set myself

Above them all—I am a greater god!

I'll build a marble temple to my name  
 And supersede the foolish gods of Rome!

Rome shall be greatest under me—unless

(As sometimes in my troubled dreams I fear)

My own hand plays me false—and all is lost.

### SORCERESS AND QUEEN

BY MARY ANN RODGERS

George Washington High School,  
 New York City  
 (Miss Mildred Walsh, Latin Teacher)

Medea, sorceress and tragic queen  
 Of all the magic worked beneath the moon,

Oh, wail for those, your children, in the night,

And I will hear and understand your cry.



Beside the altar of dark Hecate  
 You gave your heart to Jason in his  
 need;  
 But later, when his need for you was  
 done,  
 He chose the young Creusa in your  
 place.  
 You were not good; but still did you  
 deserve  
 To have your love so scorned by any  
 man  
 On whom you had bestowed such  
 loyalty?  
 A father lost, a brother dead, for him!  
 Unworthy of so great a man was this,  
 To be so petty in his rise to fame.

Medea, sorceress and tragic queen  
 Of all the magic worked beneath the  
 moon,  
 Oh, wail for those, your children, in  
 the night,  
 And I will hear and understand your  
 cry.

### TO MARS

BY EUGENE GARDNER  
 Classical High School, Providence,  
 Rhode Island  
 (Miss Bernice E. Sears, Latin Teacher)

O Mars, thou mighty good of war, to  
 whom  
 All nations bow, thou now dost seem  
 to reign  
 Supreme. Monster who ravaged Troy  
 and Rome,  
 Still thou dost conquer strong men's  
 souls, and pillage  
 The whole world. Cruel fash'ner of  
 desolate souls  
 And grief-wrack'd hearts, when will  
 thy kingdom cease?  
 O hideous demon, thou art doomed;  
 for when  
 Humanity shall wax so weak and sick  
 From thy tyrannic rule, they'll beat  
 their swords  
 To plows, and plant the tree of truth  
 and right  
 Beside the tide of human life. Thus  
 thou,  
 The dreaded scourge of ages gone,  
 shalt pass,  
 And glorious peace eternal shall  
 inherit  
 Thine abdicated throne.

### ROMAN SATURNALIA

BY JANE COLEMAN  
 High School, Webster Groves, Missouri  
 (Miss Hazel K. Farmer, Latin Teacher)

'Tis the gay Saturnalia, and all  
 through the house  
 Everybody's a-feasting—why, even  
 our mouse!  
 The children still nestle in cozy beds  
 wee,  
 While thoughts of no school keep  
 them dreaming in glee.  
 But I in my toga and Ma in her stole

Are just setting out for a nice, pleas-  
 ant stroll.

We'll go first to the temple (it's just  
 down the way)

And honor to Saturn, the great god,  
 we'll pay.

But out on the streets we're kept in  
 some doubt,

For those rascally slaves are all run-  
 ning about.

You see, in these gay seven days of  
 all days,

The slaves are 'most free, and play  
 pranks in all ways.

Closed down is all business, and glad  
 are the crooks,

For none of the courts can open their  
 books.

'Tis now in good kindness all Romans  
 'change gifts,

And folks are all meeting and patch-  
 ing up rifts.

There are family reunions on this side  
 and that,

And feasting and such at the drop of  
 a hat.

And then at the end of these seven  
 days sweet,

We'll need seven more to get back  
 on our feet.

But now, in the midst of the bustle,  
 I'll say:

"Saturnalia laeta—and to all a good  
 day!"

### DEMOSTHENES

BY CAROLYN LINDBERG  
 Sacred Heart High School, Pittsburgh, Pa.  
 (Sister Maria Thecla, S. C., Latin Teacher)

Remembered of men he forever will  
 be

Who labored in speech on the sand,  
 Who mastered affliction by thunder-  
 ing sea

The better to serve his own land.



### SUMMER COURSES AND LATIN INSTITUTES

The following lists of summer  
 courses for teachers of the classics  
 arrived in time to be included in this  
 issue. Inquiries about courses in other  
 colleges and universities should be  
 directed to those institutions.

American Classical League.—Latin  
 Institute, June 21-23, Miami Univer-  
 sity, Oxford, Ohio. For preliminary  
 program, see our April issue. Regis-  
 tration blank on page 96 of this issue.

American Academy in Rome.—July  
 5—August 16: A comprehensive  
 course, on the graduate level, in Ro-  
 man civilization from the earliest  
 times to the reign of Constantine,  
 based on the study at first hand of  
 existing monuments in and about  
 Rome (Rowell). For details address  
 American Academy in Rome, 101  
 Park Ave., New York 17, N. Y.

American School of Classical Stud-  
 ies in Athens.—June 25-August 4: A  
 comprehensive course, on the grad-  
 uate level, in the art and archaeology,  
 history, and literature of ancient  
 Greece, with excursions to important  
 sites (Mylonas). For details address  
 Professor Louis E. Lord, Bureau of  
 University Travel, 11 Boyd St., New-  
 ton 58, Mass.

California, University of (Berke-  
 ley).—Classical Art and Archaeology  
 in North America (Smith); Latin for  
 Beginners, Double Course (Goetzl);  
 Greek for Beginners, Double Course  
 (Peachy); Greek Classics (Gordon);  
 Elementary Latin Readings, Double  
 Course (Helmbold); Introduction to  
 General Linguistics (Bloch); Intro-  
 duction to Indo-European Compara-  
 tive Grammar (Hahn); Elementary  
 Sanskrit (Emeneau).

Chicago, University of.—Elementary  
 Greek. Graduate level: Homer,  
*Iliad*; Herodotus; Sallust, *Jugurtha* and  
*Catiline*; Lucretius, *De Rerum Natura*;  
 Quintilian 1-3 (Elementary Education  
 at Rome).

Columbia University.—Elementary  
 Greek (Hennion); Plato (Benedict);  
 Greek Tragedy (Richards); Element-  
 ary Latin (Hathorn); Selections from  
 Latin Literature (Hennion, Benedict);  
 Latin Prose Composition (Hathorn);  
 Ovid (Richards); The Classical  
 Drama and Its Influences (Hadas);  
 The Classical Epic and Its Influences  
 (Hadas).

Eastern Illinois State College  
 (Charleston, Ill.)—June 11-August 3:  
 Roman History (Guinagh); Latin  
 Literature in Translation, graduate  
 level (Guinagh).

Gettysburg College (Gettysburg,  
 Pa.).—Roman Law (Glenn); Word-  
 Building (Glenn); Latin Literature  
 in Translation (Glenn); Beginning  
 Greek (Shaffer); Greek Literature  
 in Translation (Shaffer); Reading  
 Course in Greek (according to de-  
 mand) (Shaffer).

Hunter College of the City of New  
 York.—Intensive Course in Beginning  
 Greek (DeGraff).

Iowa, University of.—Iowa Latin  
 Workshop, June 18-July 7. Theme,  
 "Latin and the Modern World."  
 (Workshop Staff: Else, White, Mich-  
 els, Sweet).

Also, Homer (Else); Sophocles  
 (Else); Ancient Literary Criticism  
 (Else); Latin Poetry (White); Latin  
 Composition (White); Selections from  
 Vergil (White); Highlights of Greek  
 and Latin Literature (White); Pri-  
 vate Assignments—individual readings  
 in Latin and in Greek (Staff).

Kentucky, University of.—Short  
 Session, June 20-July 14: Teaching of  
 Latin. Full Session, June 20-August



11: Beginning Latin; Elementary Latin Reading; Greek Mythology (or Roman Civilization); Teaching of Latin; Demonstration Class in Beginning High School Latin; Refresher Course for Teachers; Research in the Teaching of Classical Languages; Advanced Latin Reading; Advanced Greek Reading; Latin Composition.

Manitoba, University of (Winnipeg, Canada).—July 4-August 17: Elementary Latin; Cicero, Livy, the Roman Poets; Latin Prose Composition (Hugill).

Miami University (Oxford, Ohio). The Greek Theater (Montgomery).

Michigan, University of.—Laboratory Course in Classical Antiquities; Advanced Laboratory Course in Classical Antiquities; Elementary Greek; Easy Reading in Greek; Homer, *Odyssey*; Greek Life; Martial and the Roman Epigram; Medieval Latin; Writing; Teachers' Course in Caesar; Suetonius, *Lives of the Caesars*; Latin Inscriptions; Historical Development of Latin Literature.—The Empire; Introduction to Indo-European Comparative Grammar; History of the Latin Language.

New York University.—Washington Square College (undergraduates): Masterpieces of Greek and Latin Literature: The Epic (in translation) (Johnson), June 18-July 27; Beginning Latin (Haywood), June 18-Sept. 7; Latin and Greek in Current Use (Staff), June 18-Sept. 7. Graduate School of Arts and Science: Latin Epigraphy (Johnson), June 18-July 27; Livy (Haywood), June 18-July 27; Tacitus (Haywood), July 30-Sept. 7.

North Carolina, University of.—June 11-July 19: Suetonius (Allen); Lucan (Allen); Greek Epic in English (Allen); Greek Drama in English (Epps); Greek Art (Harland); Archaeology and the Bible (Harland); Early Greece (Caldwell); Roman Empire (Caldwell). July 20-August 28: Catullus (Suskin); Caesar, *Civil War* (Suskin); Roman Epic in English (Suskin); Greek Drama in English (Epps). Also, elementary courses, through Vergil, both terms.

Ohio State University (Columbus). Individual Work in Latin and Greek, Graduate Level (Titchener).

Ohio University (Athens, Ohio). June 18-August 10: Refresher—Classical Latin Prose; Vergil—Latin Epic (graduate level); Development of Roman Culture (graduate level); Special Work (graduate and undergraduate levels) (Hill and Staff).

Pittsburgh, University of.—Nepos, *Lives* (Panetta); Advanced Latin Prose Composition (Panetta); Inscriptions Illustrative of Roman Private

Life (Young); Martial, *Epigrams* (Panetta); History of the Roman Empire (Young); Classical Mythology (Young); Individual Work (Staff); Thesis Research for Advanced Degrees (Young).

Saint Louis University.—June 18-July 27: Elements of Art Aesthetics (Yavis); Greek Vases (Yavis); Sophocles and Euripides (Kaiser); Undergraduate and Graduate Reading Courses in Greek, under Direction (Staff); Caesar and Sallust as Historians (Finch); Literary Study of Horace's *Odes* (Kaiser); Introduction to Mediaeval Latin (Korfmacher); Letters of Cicero (Finch); Graduate Reading Course in Linguistics under Direction (Staff). Inductive Lectures to Graduate Study in the Classical Languages, July 3, 5, 10, 12 (Korfmacher, Finch). Twelfth Latin Teachers' Institute, June 20-21; general theme, "Latin Today and Always" (Korfmacher, Finch, Yavis, Kaiser, Mierow).

Vermont, University of.—July 9-August 18: Roman Private Life; The Writings of Caesar; The Correspondence of Cicero.

William and Mary, College of. (Williamsburg, Va.).—Thirteenth Institute on the Teaching of Latin. Special bulletin on request. Problems of organizing and administering instruction on the high-school level. Demonstration class; workshop projects. (Wagener, Ryan, Ullman, Oppelt). Also, courses: Elementary Greek; Classical Civilization; Advanced Readings in Latin Literature (Wagener, Ryan).

Wisconsin, University of.—Classical Mythology (Agard); Roman Life and Literature in Translation (MacKendrick); Vergil, *Aeneid* VII-XII (MacKendrick); Roman Colonization (MacKendrick); Undergraduate and Graduate Independent Reading in Greek (Agard).

Important meetings of interest to teachers of the classics which were held during the month of April included the annual convention of Eta Sigma Phi at the University of Kentucky on April 6 and 7; the Foreign Language Conference at the University of Kentucky on April 26-28; and the joint meeting of the Classical Association of the Atlantic States and the Pennsylvania State Association of Classical Teachers, at Franklin and Marshall College, Lancaster, Pa., on April 27 and 28.

Teachers of the classics will find interesting an article entitled "What's Wrong with Coat-Sleeve English?", by W. C. Korfmacher, in *School and Society* for December 23, 1950, 415-6.

## AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a nonprofit-making organization, it cannot absorb losses such as this.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. CARR, Director

The Service Bureau announces the following seasonal material:

### SUGGESTIONS FOR PRIZES OR GIFTS

#### Certificates of Award

An attractive certificate approximately 5" by 7" to present to outstanding pupils for excellence in Latin. Inside two borders is printed *Magna cum Laude*, with space for the pupil's name beneath, and the words, "has this day been cited for excellence in Latin," with space below for the date and the signatures of principal and teacher. In color printing: green, brown, red, black. 20¢ Junior Classical League Award Key

A specially designed sterling silver Junior Classical League key, with space on the back for engraving. This award key is intended as a mark of recognition for high scholastic standing and for meritorious service to the chapter. Order *must* bear the teachers signature. \$2.20.

#### Bookplates

1. A Vergilian bookplate with the head of Vergil and an appropriate Latin quotation. Printed in brown and green. Ungummed.
  2. Another design, with Ionic column. Printed in two shades of blue on white paper. Gummed.
- Price for either: 25 for \$1.00; 50 for \$1.75.

#### Books

Limited quantities. Please order early, and indicate a second choice. *The Black Sail*. By Florence Bennett Anderson. A fictionalized version of the story of Theseus, based on the findings of archaeology as well as on the mythological tale. \$3.00.

*Latini Hodierni*, Second Fascicle. By John K. Colby. An anthology of modern Latin prose and verse. 50¢.

*The Counterfeit African.* By Jay Williams. A swiftly-paced story of adventure, laid in Numidia in 106 B. C. The hero is a young soldier in the army of Marius. \$2.00.

*Canemus.* By Julia B. Wood. In two parts, "Group I" and "Group II." Both contain Latin songs and translations of Latin songs, with music. In addition to the songs in "Group II," there is information on ancient music, rhythm, and verse, and a bibliography on the music of the Greeks and Romans. Group I, 50¢; Group II, 70¢.

*Latin Songs and Carols.* By J. C. Robertson. 45¢

*Word Ancestry.* By Willis A. Ellis. A booklet of interesting stories of the origins of many common English words. 25¢

*Carmina Latina.* 40 Latin songs with music. 25¢

#### Mimeograph

592. Some Suggestions for May Day or Spring Festivals. 15¢  
FOR THE END OF THE TERM

Post Cards. The design, in green ink, is taken from Columbus' drawing of one of his own ships. The greeting is "Ferias Laetas" ("A Joyous Holiday!"). Can be sent to pupils at the end of the school year. Price, 30¢ for a packet of ten cards.

#### RECENT PUBLICATIONS

The Service Bureau announces the following new or recently revised mimeographs.

- 339. A List of Latin Games. Revised March, 1951. 10¢
- 448. A List of Secondary Latin Textbooks. Revised April, 1951. 15¢
- 658. Official Initiation Ceremony of the Junior Classical League. 15¢
- 660. The Twilight of the Gods. A playlet in one act. The Emperor Constantine's spirit appears at a meeting of the Olympian deities and predicts the triumph of Christianity over paganism. 7 boys and 6 girls. 20 minutes. 20¢
- 661. A Latin Story Selected from the Vulgate and Edited with Vocabulary and Notes by Sister Mary Donald, B.V.M. 15¢; in quantities of ten or more, 10¢ each.
- 662. A List of Historical Novels Dealing with Classical Themes. Revised March 1, 1951, by Lt. Col. S. G. Brady, U. S. A., Retired. 25¢
- 666. School and Community Publicity. A teacher's manual prepared by Pauline E. Burton, Chairman of the Committee on

Public Relations of the American Classical League. 20¢

- 667. The Prize Apple; or Apples That Glitter Like Gold May Be Green. A very modern variation on the old theme of the Judgment of Paris. A playlet in English. 3 boys and 10 girls. 20¢
- 668. Living Pictures from Mythology. May also be used for Living Statues. Arranged by Sister M. Concepta, R.S.M. 20¢
- 669. A List of Publishers and Their Offerings of Inexpensive Translations of Classical Authors. Adapted from an article by William H. Stahl which was published in *The Classical Weekly* for Jan. 29, 1951. 20¢
- 670. Out of This World. A fifteen-minute radio skit based on the sixth book of the *Aeneid*. By the members of the Vergil class in the Radford High School, Detroit. Aroline C. Arms, teacher. 25¢
- 671. Furianus Get a Father. A hilarious playlet in English with some Latin interspersed. By students of the Roosevelt High School, Honolulu, H. T. 35¢



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